

Beis Medrash Elyon of North West London

233 West Hendon Broadway, London, NW9 7DH

Inspection dates 2-4 December 2014

Overall effectiveness	Requires improvement	3
Leadership and management	Requires improvement	3
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Good	2
Achievement of pupils	Good	2

Summary of key findings

This is a school that requires improvement. It is not good because

- Some teaching does not ensure that all students are always able to learn to the best of their ability.
- Students do not learn enough about prejudice and the way it can lead to bullying.
- The range of options students learn about relating to jobs and further education is too limited.
- In physical education lessons students do not always learn new skills or extend their understanding
- Leaders, managers and governors have not made sure that all of the independent school standards are met.

The school has the following strengths

- The standards set by the school's leaders result in teaching that is mainly good and that enables most students to make good progress.
- The school's curriculum covers both Jewish religious studies and a range of examination subjects. Students achieve well in both areas and they gain good, and sometimes outstanding, examination results.
- The respectful and positive relationships between students and staff members create a good environment for learning in the school, where students behave well, feel safe, and work hard.
- The school's leaders have made sure that the students' welfare, health and safety are well promoted.

Compliance with regulatory requirements

- The school must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection was carried out with a day's notice. The inspector observed 11 lessons, five of which were jointly observed with the headteacher. An interpreter was present to ensure that the inspector was able to read all the school's documentation.
- The inspector looked at students' work and spoke to the students about it. He held meetings with one of the school's governors, the headteacher of Jewish religious studies and the headteacher of secular subjects. He met with other staff members and with students.
- The inspector looked at documentation including policy statements, schemes of work, teachers' planning, and records of students' progress and staff training.
- Although there were too few responses to Ofsted's online questionnaire (Parent View) to provide any meaningful analysis, 32 parents completed a questionnaire circulated during the inspection and expressed their views about the school.

Inspection team

John Gush, Lead inspector

Additional Inspector

Full report

Information about this school

- Beis Medrash Elyon of North West London offers a secondary education for Orthodox Jewish boys, with provision for both religious and secular studies.
- The school opened in 2001 and moved to its current premises in 2012. In 2013, it was registered as an independent school. This is its first inspection.
- The school was founded by its current proprietor. A small body of governors works with the proprietor to oversee the leadership and management of the school.
- The school is jointly led by two headteachers, one for the Jewish religious studies programme and one for the examination subjects, referred to as secular studies in the school. There are no middle leaders.
- There are 78 male students on roll between the ages of 11 and 15.
- A very small proportion of the students receive additional support to help them with their disabilities or special educational needs. No students have a statement of special educational needs.
- No students are looked after by their local authority.
- The school does not use any alternative provision.

What does the school need to do to improve further?

- Improve the quality and impact of leadership and management by:
 - developing a more systematic and rigorous approach to monitoring teaching so that teachers know what to do to improve their teaching, and that as a result all students learn to the best of their ability
 - sharpening the school's checking procedures so that the proprietor can ensure that all the independent school standards are met.
- Improve the quality of teaching in order to raise students' achievement further by:
 - ensuring that all teachers use their knowledge of students' abilities so that they all well challenged in all of their lessons.
- Improve the breadth of the school's curriculum by:
 - giving students a broader awareness of the full range of differences between people so that they fully understand the causes of discrimination against people who are different, and the ways in which ideas about difference can lead to prejudice-based bullying
 - extending the range of careers advice and guidance made available for students
 - providing a wider range of opportunities for students to deepen their understanding and develop their skills in physical education.
- **The school must meet the following independent school standards**
 - ensure that the school's admissions register is maintained in the required manner (paragraph 17)
 - ensure that suitable changing facilities and showers are available for students who take part in physical education (paragraph 23A(1)(c)).

Inspection judgements

The leadership and management

require improvement

- The school's leadership and management require improvement. Two of the independent school standards are not met. The school does not provide students with facilities so that they can change before physical education and games lessons, or shower afterwards. The admissions register contains most of the required information. This includes information about where students continue their education when they leave. However, it does not contain emergency contact information for all students.
- Both headteachers visit classes regularly to gauge the quality of teaching. They provide valuable guidance to help teachers improve the quality of their performance. However, arrangements to make sure teachers use the resulting advice well are not sharp enough.
- The school's leaders provide a curriculum that places strong emphasis on students' spiritual, moral, social and cultural development. The range of subjects taught gives prominence to students' Jewish religious development and enables them to learn deeply about the culture of their community. Students also learn about other beliefs and religions. This encourages tolerance and respect for others with different faiths and backgrounds. However, although it tackles discriminatory attitudes well, the range of discriminatory practice to which students are introduced is not extensive. Nonetheless, the curriculum emphasises the British values of democracy, the rule of law and individual liberty. This prepares students adequately for life in modern Britain.
- The curriculum enables students to become effective users of information and communication technology. It also provides chances for students to develop creative skills through regular choral singing, drawing and model making.
- Students' personal development is promoted effectively through the Jewish religious studies programme which emphasises strength of character and the development of individual resilience. As a result, students apply themselves to their work in all their studies, including preparation for examinations in English and mathematics.
- Leaders and managers ensure that students learn about opportunities for further education and career options. However, the range of the information and advice is limited and students do not visit other local schools or further education colleges. Because of this, students are not aware of all the options open to them.
- The school's leaders provide good arrangements for safeguarding students. Members of staff receive regular training in child protection. The designated lead person for safeguarding, and the deputy, are trained to the required advanced level. All staff have been checked to make sure they are suitable to work with children and the checks are recorded, as required, in a central register.
- Policies to promote fire safety and the health and safety of students in school are fully carried out. A suitable number of staff are trained as first aiders.
- The school's leaders have a good knowledge of all aspects of the school. Their high expectations result in good teaching and, because of this, students make good progress, including in English and mathematics. They have sound plans for the school's development and improvement so that students can make even better progress.
- **The governance of the school:**
 - Governors do not ensure that checking systems are well enough used so that all the independent school standards are met.
 - They use suitable arrangements for rewarding good teaching, but these are not sufficiently informed by robust information about teacher performance.
 - Governors are sufficiently informed about other aspects of the school's management, including the performance of students in examinations and in their Jewish religious studies.
 - They provide valuable support to both headteachers and promote the continued development of the school.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of students is good. They attend regularly and are almost always on time for their lessons.
- Students are consistently courteous to staff members and visitors and get on very well with one another. The positive relationships between students and staff enable students to make good use of the

knowledge and expertise of the staff. There is no disruption in lessons and students' behaviour makes it possible for all to learn as well as they can. Students take pride in their school and in the quality of their work. Because of this, the school is a good environment for learning.

- Students say that bullying is extremely rare, and that, if it does occur, teachers respond quickly and effectively. They have learnt about various forms of bullying, and how to avoid them. This includes cyber bullying and bullying based on discrimination about race, religion and culture. However, their awareness of some forms of prejudice-based bullying is less well developed, in particular in relation to sexual orientation and gender reassignment.
- The school promotes students' spiritual, moral, social and cultural development well and all the independent school standards for this area are met. As a result, students are self-assured learners who can express thoughts and opinions with clarity. They learn to appreciate other faiths and other cultures, as well as their own, and understand about equality of opportunity.
- Regular visiting speakers attend the school. They include local councillors and representatives of the mixed community in which the school is located. Students provide practical support for disadvantaged people in their community and are active fundraisers for local and international charities. These activities promote tolerance and understanding of different sections of the community. Furthermore, they help students to gain knowledge and understanding of British values, including the rule of law and democratic principles.
- The school has a clearly stated policy that requires all staff members to ensure partisan political views are never promoted.

Safety

- The school's work to keep students safe and secure requires improvement. This is because the independent school standard regarding the way the admissions register is kept is not met. All the other standards that relate to the welfare, health and safety of students and the suitability of staff to work with children are met. These are the standards in part 3 and part 4. As a result of this, students are safe in the school.
- Students say they feel safe in school and their parents and carers agree. Students learn how to stay safe and avoid danger, both in school and in their local community. They speak knowledgeably and thoughtfully about what they know and how they should act.
- Careful arrangements make sure that students are safe when they go on educational outings and visits.
- Security arrangements are robust. The identity of all visitors to the school is checked and they are signed in and out.

The quality of teaching is good

- Teaching is good and teachers' high expectations enable most students to progress well with their learning and to achieve well.
- Teachers of the religious studies programme and in most of the secular subjects use their strong subject knowledge well to motivate and encourage students. As a result, all students make good progress, including in mathematics and in literacy. They read well in both English and Hebrew.
- Teachers use mock examinations as well as regular written and oral tests to assess what students know and can do in all their subjects. This enables them to plan lessons well so that typically all students gain new knowledge and understanding. Occasionally, this information is used less well and some students are not clear about what they need to do to improve their learning. As a result, a small number of students do not make as much progress as they could.
- During lessons, most teachers use questions and discussion well to check students' learning. In some lessons, probing questions are used extremely well to extend students' understanding and develop their thinking skills.
- The school has laid out clear guidelines for the homework that is regularly set for all subjects. Teachers make sure that parents know what students are expected to do. The good relationships that the school has developed with parents mean that students get the encouragement and support they need.
- The school provides additional support when it is needed. This enables those students with disabilities or special educational needs to progress to the best of their abilities in both religious and the secular studies. Support includes specially designed programmes and additional lessons for individuals or small groups and helps students to make good progress.
- The school also provides valuable support for those students who choose to prepare for additional examinations in their own time.

The achievement of pupils**is good**

- Students achieve well and make good use of the broad curriculum that balances their religious studies well with a suitable range of examination subjects.
- In their religious studies programme, all students make strong progress throughout their four years at the school. They gain the expected level of understanding and knowledge of the texts that are central to their religion. They learn to debate well, and discussions cover a wide range of human and social issues, including history, geography and citizenship.
- Almost all students take GCSE examinations in English, mathematics, physics, chemistry and Biblical Hebrew. Some are prepared for A-level examination in these subjects. They achieve a good range of results and some make exceptional progress. Their early entry does not hinder progress in other subjects.
- The most able students are highly motivated and respond very well to the opportunities offered at the school. Some gain an outstanding range of examination results. Many of the most able students extend their studies, gaining good grades in additional subjects studied in their own time. In recent years, this has included GCSE Geography and Modern Hebrew at both GCSE and A level.
- The small number of students who require additional support because of disabilities or special educational needs do not always take examinations. However, their work books show good achievements in all the required areas of learning, covering both religious and secular subjects. School assessments indicate that, from their starting points, they make consistent progress throughout their time in the school.
- Students' achievements enable them to progress to other local schools or colleges or to Jewish religious further education colleges when they leave the school at the end of Year 10. In recent years, all students have chosen to transfer to Jewish religious colleges.
- All students enjoy regular physical education and many take part in weekly football lessons. However, their knowledge and skills in these activities are not as well developed as those in their academic and religious studies.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	140492
Inspection number	447235
DfE registration number	302/6007

This inspection was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Jewish boys' school
School status	Independent school
Age range of pupils	11 to 16 years
Gender of pupils	Boys
Number of pupils on the school roll	78
Number of part time pupils	0
Proprietor	Mr Y Schleider
Chair	N/A
Headteacher	Rabbi K Lang Rabbi R Lebovicz
Date of previous school inspection	First inspection
Annual fees (day pupils)	£6,000
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